



COURSE DESCRIPTION CARD - SYLLABUS

Course name

Introduction into doctrine of state

Course

Field of study

Year/Semester

Energetics

1/1

Area of study (specialization)

Profile of study

general academic

Level of study

Course offered in

First-cycle studies

polish

Form of study

Requirements

part-time

Number of hours

Lecture

Laboratory classes

Other (e.g. online)

20

Tutorials

Projects/seminars

Number of credit points

2

Lecturers

Responsible for the course/lecturer:

Dr. Jakub Drobnik/jakub.drobnik@put.poznan.pl

Responsible for the course/lecturer:

Dr. Jakub Drobnik/jakub.drobnik@put.poznan.pl

Prerequisites

The student should have basic knowledge of the organization structure of the state and society and the ability to critically analyze them

Course objective

Presentation of the basic political, legal and ethical doctrines constituting the basis for the evolution of the organization of state and social structures, including public activities; criticism of the basic principles of ethics and directions of political and legal doctrines, including directions of evolution of social doctrines, as well as the threats arising from them, in order to better understand the objectives arising from the presented doctrines and their functions.

Course-related learning outcomes

Knowledge

Understands the needs to know the basic political, legal and ethical doctrines and their impact on the shape and development of society; knows the development directions of the doctrines presented; understands civilization, intercultural and legal dilemmas



Skills

Student has the ability to obtain information from literature, databases and other sources, make their interpretation, assessment, critical analysis and synthesis, as well as draw conclusions and formulate and comprehensively justify opinions

Social competences

Is aware of the need to develop professional achievements and compliance with the principles of professional ethics, fulfill social obligations, inspire and organize activities for the benefit of the social environment

Understands the need and knows the possibilities of continuous training, raising professional, personal and social competences (e.g. through second and third cycle studies, postgraduate studies, courses); and is ready to critically assess knowledge, recognizes its importance in solving cognitive and practical problems

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Assessment of knowledge and skills shown on the combined written test and test problem (checking the ability to solve discussion issues in the field of basic philosophical and mathematical currents). The subject does not end with an exam

Programme content

1. Classic concepts of philosophy
2. Ontological issues in ancient and philosophy
3. Epistemological issues in ancient philosophy
4. Ethical issues in ancient philosophy
5. Issues in the field of political philosophy in ancient philosophy
6. Selected issues related to the reception of ancient thought
7. Epistemological issues in 16th, 17th and 18th century philosophy
8. Ontological issues in the 16th, 17th and 18th century philosophy
9. Issues in the field of political philosophy in early and mature modern philosophy before the French Revolution
10. Ethical issues in modern philosophy
11. Problems of modern philosophy of history and political philosophy after the French Revolution.
12. Problems of human philosophy in modern philosophy.
13. Epistemological issues and problems in the field of philosophy of science in the twentieth century



14. Problems of human philosophy in the thought of the 20th century

15. Problems of philosophy, politics and social philosophy in the thought of the 20th century

- lecture with multimedia presentation (drawings, photos) supplemented with examples given on the board,
- lecture supplemented with materials for independent study,
- presenting a new topic preceded by a reminder of related content known to students in other subjects.

Teaching methods

Combining the reference method in the form of a lecture with the dialogue method, based on the critical analysis of the presented doctrines. This method is applied in a subsidiary way to the information method, and applies only to selected lecture issues, such as: the importance of the pillars of Athenian democracy in relation to its contemporary foundations, Jean Bodin's theory of state sovereignty and contemporary sovereignty, Jean-Jacques Rousseau's theory of social contract and the state constitutional and Marxist systems, or the practical significance of John Rawls' theory. The intention is to draw the attention of participants to the existing differences between the doctrinal assumptions of political and legal and ethical theories, and their practical implementation, i.e. system implementation and use in social relations. Knowing the basics of selected political-legal and ethical concepts, the listener is to refer them to the surrounding reality, trying to bring out the existing differences. In this way, through a critical approach to the practical significance of ideological assumptions, the listener is to be a more conscious participant in social life.

Bibliography

Basic

1. S. Baronett: Journey into Philosophy. An Introduction with Classic and Contemporary Readings, New York 2017;
2. J. Maritain: An Introduction to Philosophy, Oxford 2005;
3. E.S. Essien (Ed): Summa Philosophica: An Introduction to Philosophy and Logic, Raleigh-North Carolina 2011;
4. R.G. Stevens: Political Philosophy: An Introduction, Cambridge 2011;
5. J. Annas: Plato: A Very Short Introduction, Oxford 2003.

Additional

G.W.F. Hegel: Introduction to the Philosophy of History, Indianapolis – Indiana 1988;

2. M. Tebbit: Philosophy of Law: An Introduction, Routledge, 3 ed., London/New York 2017



3. D.E. Marietta: Introduction to Ancient Philosophy, New York 1998;
4. R.V.G. Menon: An Introduction to the History and Philosophy of Science, New Delhi 2010;
5. D. Tannenbaum: Inventors of Ideas: Introduction to Western Political Philosophy, Gettysburg 2012.

Breakdown of average student's workload

	Hours	ECTS
Total workload	57	2
Classes requiring direct contact with the teacher	20	1
Student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation) ¹	37	1

¹ delete or add other activities as appropriate